

Behavioral disorders as a secondary symptom of pupils with ADHD in the 2nd stage of primary school.

Abstract:

The rigorous thesis focuses on the issues surrounding behavioral disorders including their etiology, prognosis and prevalence and is based on the current situation in the Czech Republic. The main aim of this study was to determine an association between learned or socially conditioned disorders (environmental factors) and disorders we call specific disorders, which are based on biological causes (hyperkinetic disorder – ADD/ADHD).

The author worked from the opinion, or "pedagogical ground", that teaching children with hyperkinetic syndrome is more demanding. Therefore the rigorous study deals with hyperkinetic syndrome (ADD/ADHD) in detail, especially in relation to associated secondary symptoms. The most significant disruptive symptoms perceived in the school environment are impulsiveness and aggressiveness, which are addressed in the theoretical part.

The study consists of two main parts: The theoretical part, which, through processing and presentation of expert sources, describes and clarifies behavioral disorders, and the institutional care system, including the types of school institutions providing institutional and protective care. The study also mentions the legislation governing institutional care and care for children with specific educational needs. The practical part comprises several research levels and attempted to determine how teachers understand, perceive and differentiate individual behavioral disorders, their symptoms and influence on school success and possible overlaps into the social environment from the perspective of their profession. Furthermore, the paper analyzes the frequency of secondary behavioral disorders affecting children with ADD/ADHD, which can significantly impact the social relationships and social status of these individuals.